

NJ Statewide Network for Cultural Competence

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Youth and Violence in the Community – Bullying-Related Harm on Diverse Populations: Evidence and Implications

Panel:

Stuart Green, DMH, LCSW

**Director, NJ Coalition for Bullying Awareness and Prevention;
Associate Director, Overlook Family Medicine Residency Program**

**Kim Rivers, Technical Assistance Specialist, Statewide Parents
Advocacy Network**

Aaron Potenza, Acting Director, Garden State Equality

Moderator: Dawn Monaco, BA, Project Director, SPAN

What is Bullying?

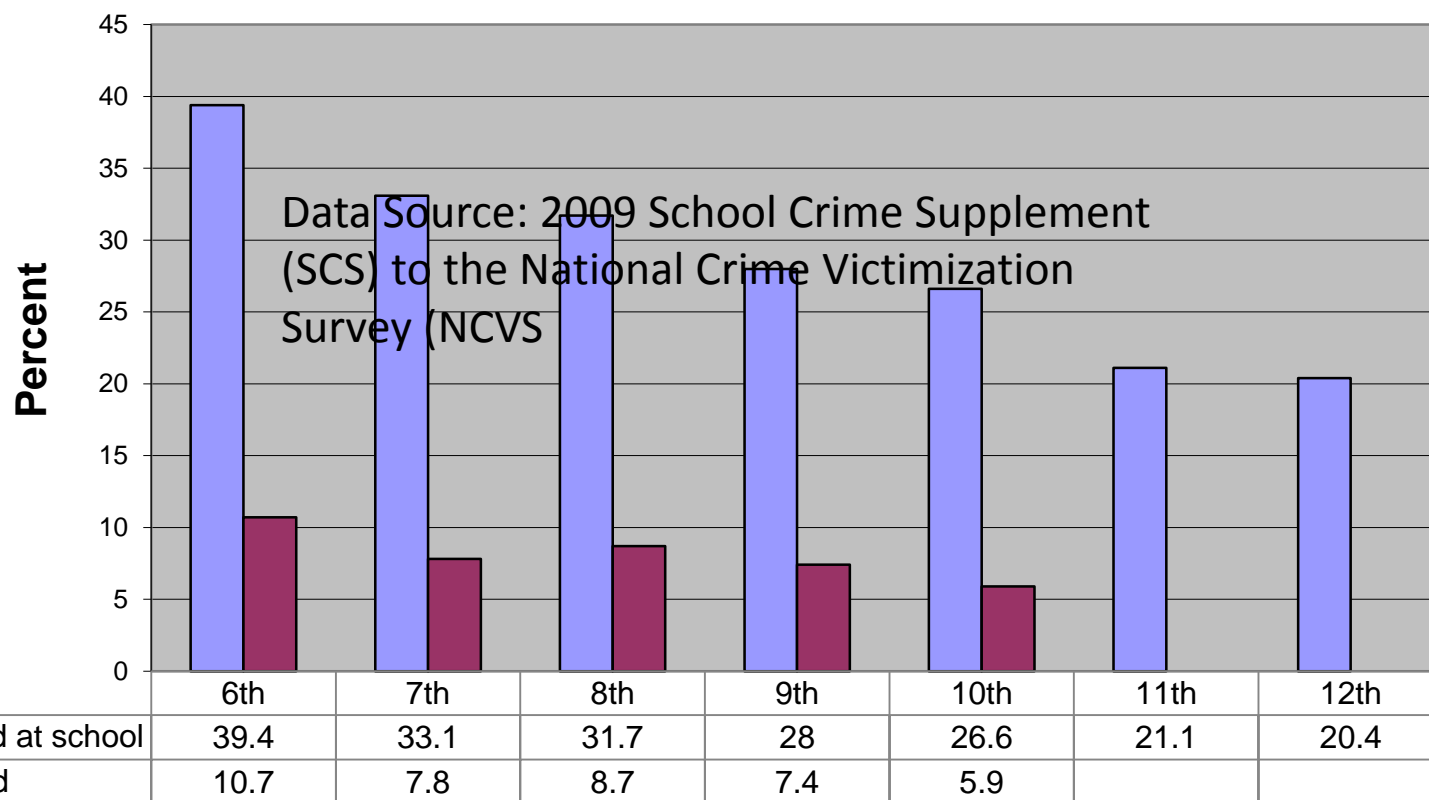
- Negative acts intended to harm**
- Negative acts can be in person or not, direct or indirect, including electronic (eg, text, email, web).**
- Almost always a pattern, not a single incident**
- In a relationship characterized by an imbalance of power**
- Most bullying occurs in schools (or other institutional settings) and between children who know each other in those settings.**
- School climate (how the school 'feels') is a function of school culture ('how we do things here').**
- Adult behavior is the primary factor in school culture (decisions, modeling, control).**

Bullying Remains Pervasive

7 million (28%) U.S. students 12-18 bullied at school 2008–2009 school year

1.5 million (6%) reported being cyber-bullied at/away from school

Percentage of students ages 12–18 who reported being bullied/injured at school 2008-2009



BULLYING-ASSOCIATED IMPACTS AND PROBLEMS

academic performance, accidents and injury, adolescent HR-QOL, adult workplace bullying, alcohol/tobacco and other drug use, animal abuse, Asperger's (and other dev dis), binge eating disorder, body dysmorphic disorder, childhood eczema, cleft lip/palate, poor diabetes self-management, feeling unsafe at school, gang involvement, IBD, lack of help-seeking and self-identification in hard-of-hearing youth, learning differences, low self-esteem, obesity, inhibited physical activity (including in youth who are obese), substance use, stuttering, psychosis*, anxiety / depression**, voiding problems, obesity, recurrent abdominal pain, suicide, weapon-carrying and school shootings

(*Varese et al, Childhood adversities ... , Schiz Bull, 2012)

(even more associated w cyberbullying)**

What is required of schools

- **Consequences and remedial responses reasonably calculated to end the HIB behavior.**
- **Take into consideration school climate / culture (institutional factors that overtly or inadvertently facilitate HIB).**
- **Open, ongoing communication with the child and family**
- **Scanning for subsequent problems; continuing vigilance and prompt response**
- **Increase mentorship, engagement, support, including peer support**
- **Strengthen culture, improve climate, as incident indicates**

DIVERSE CHARACTERISTICS

NJ LAD PROTECTED CHARACTERISTICS

Race, creed, color, national origin, nationality, ancestry, age, sex (including pregnancy), affectional or sexual orientation, atypical hereditary cellular or blood trait, genetic information, and mental or physical disability, perceived disability, and AIDS and HIV status.

NJ ABR

Any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic.

Characteristics targeted for bullying:

- 1. looks (e.g., obesity/shortness/)**
- 2. race**
- 3. gender identify and expression**
- 4. poverty (family income)**
- 5. religion**
- 6. disability (e.g., learning differences, special health needs)**
- 7. other characteristics (shyness, emotional expressiveness, less strength/athleticism, family conflict)**

(ref: Youth Voice Project, Stan Davis, Charisse Nixon)

Any perceived difference.

Any child may be bullied.

Bullying Experiences of Particular Groups

Student with disabilities tend to experience more bullying than students without disabilities (verbal, physical, exclusion)

2009 GLSEN national school climate survey found:

- Nearly 9 out of 10 LGBT students (middle/high school) experienced harassment at school in past year and nearly two-thirds felt unsafe because of their sexual orientation.**

For 2008-2009 school year (age 12-18), bullied rates for white/black ($\approx 29\%$); Hispanic ($\approx 25\%$); Asian ($\approx 17\%$) [NCES]

For 2008-2009 school year (age 12-18), rates of being bullied 29.5% for females versus 26.6% for males [NCES] (National Center for Education Statistics)

BULLYING AND RELIGION/ETHNICITY

Hatred in the hallways: A preliminary report on bias against Sikh students in NYC public schools.

**(www.sikhcoalition.org/documents/hatred_in_the_hallways.pdf
(Sikh Coalition community survey (2007): 62% rate of bullying victimization.)**

Perceived racial/ethnic discrimination, problem behaviors, and mental health among minority urban youth. Tobler AL et al. Ethn Health. 2013;18(4):337-49. (2500 minority urban youth, most – 73% - experience discrimination. Assoc w aggression, delinquency, suic ideas, younger and unprotected sex.)

Intrinsic religiosity buffers the longitudinal effects of peer victimization on adolescent depressive symptoms. Helms SW et al. J Clin Child Adolesc Psychol. 2015;44(3):471-9. (N=313, 11th-12th gr. Higher dep w lower religiosity.)

BULLYING AND GENDER/GENDER IDENTITY

NJ LAD: “Sex (including pregnancy), affectional or sexual orientation.” ABR: “Gender, sexual orientation, gender identify and expression”

More boys bullying than girls. Sexual harassment is bullying. LGBT youth more likely to be bullied (GLSEN 68%).

Sexual orientation and bullying among adolescents in the growing up today study. Berlan ED et al. J Adolesc Hdealth. 2010 Apr;46(4):366-71. (Survey 7500 ages 14-22.) Variance according to gender identity and sexual orientation.)

Online social support as a buffer against online and offline peer and sexual victimization among US LGBT and non-LGBT youth. Ybarra ML et al. Child Abuse Negl. 2015 Jan;39:123-36. (In-person support key, LGBT youth more likely to have online support. LGBT youth much more likely to be targeted.)

Gender (and other) differences

males more likely to bully (males, females)

males more likely to be bullied by males than females.

in females, 'relational aggression' more common (manipulating relationships for negative effects on a peer) (males also engage in this)

lgbt students more likely to be victimized) (Nearly 9 out of 10 LGBT students (middle/high school) experienced harassment at school in past year and nearly two-thirds felt unsafe because of their sexual orientation.)

BULLYING AND DISABILITIES

NJ LAD: “atypical hereditary cellular or blood trait, genetic information, and mental or physical disability, perceived disability, and AIDS and HIV status.” ABR: “a mental, physical or sensory disability, or perceived disability”)

Lack of support is key, proactive, parent and peer support.

LRE Settlement: Disability Rights NJ v. NJ DOE (2/15)

**Bullying involvement and autism spectrum disorders. Sterzing PR et al. Arch Pediatr Adolesc Med. 2012;166(11):1058-1064.
(National surveys (US) for Dept Ed 13-16yo's in 2000., parent interviews (rep. estimate of all students in spec ed). Prevalence 46% victimization (v. 10-20% non-ASD).**

BULLYING AND RACE

Bullying and victimization among African American adolescents: a literature review. Albdour M, Krouse HJ. J Child Adolesc Psychiatr Nurs. 2014 May;27(2):68-72.

(Higher rates of both bullying and victimization.)

Racial, ethnic, and gender differences in school discipline among U.S. high school students: 1991-2005. Wallace JM et al. Educ Rev. 2008;59(1-2):47-62.

From the school yard to the squad car: school discipline, truancy and arrest. Monahan KC et al. J Youth Adolesc. 2014 Jul;43(7):1110-22.
(Zero tolerance problem.)

Closing the achievement gap: the association of racial climate with achievement and behavioral outcomes. Am J Community Psychol. 2007 Sep;40(1-2):1-12.

BULLYING AND WEIGHT

Not mentioned in LAD or ABR (but can be disability, per physician).

Social background, bullying and physical inactivity: National study of 11- to 15-year-olds. Scand J Med Sci Sports. 2015. Oct 10. Henriksen PW et al. (Natl Inst Pub Hlth. Denmark.) Compounded by family violence, lack of other support, low asset families, sedentary environments (home/neighborhood).

Cross-national perspectives about weight-based bullying in youth: nature, extent and remedies. Puhl RM et al. Pediatr Obes 2015 July (epub) (US, Canada, Iceland, Australia survey, N=2866. Weight-based bullying most prevalent reason v race/ethnicity, sexual orientation, religion).

BULLYING AND SUICIDE

ABR: Instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying”

Physical activity, sadness and suicidality in bullied US adolescents. Sibold J et al. J Am Acad Child Adolesc Psychiatry. 2015 Oct;54(10):808-15.) 2013 National Youth Risk Behavior Survey (N=13,583). 30% sad, 22% suicidal ideas, 8% suic attempt (x 1 yr). If bullied, twice as likely sad, thrice as likely suic ideas or attempt.

Association between sexual behaviors, bullying victimization and suicidal ideation in a national sample of high school students. Dunn HK et al. Womens Health Issues. 2014 Sep-Oct;24(5):567-74. (13,000 US students YRBS 2011, CDC. Sexually active girls bullied, boys less so, both multiple (five/three) times more dep and suic ideas, girls worse.)